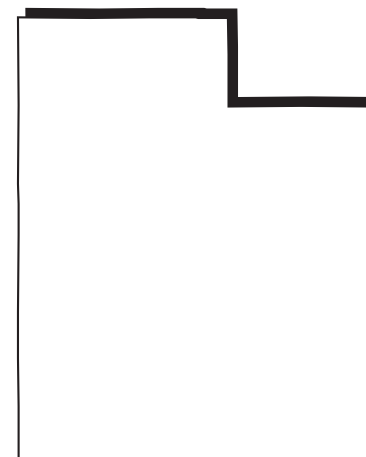


textbook alignment to the

**Utah
Core Curriculum
8th Grade
Language Arts**

McDougal Littell
LITERATURE
GRADE 8



Textbook Alignment to the Utah Core – 8th Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐

Name of Company and Individual Conducting Alignment: McDougal Littell and McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 8 Language Arts

Title: McDougal Littell Literature, Grade 8 ISBN#: SE: 978-0-618-56865-9 TE: 978-0-618-56869-7

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	SE/TE: 60, 74, 236, 300, 304, 394, 414, 474, 566, 570, 892, 926, 952, 956, R69		
b.	Extend the meanings of words through understanding of connotation.	SE/TE: 693, 845, 868, 872, 917, R73, R104		
c.	Determine word meaning through definition or explanation context clues.	SE/TE: 33, 44, 180, 189, 259, 272, 325, 333, 372, 381, 436, 455, 570, 625, 631, 660, 680, 705, 713, 717, 754, 783, 828, 872, 885, 892, 929, 956, 978, 992, 1003, 1009		
d.	Distinguish between commonly confused words (i.e., <i>capital /capitol; cell/sale/ sell; choose/chose; emigrate/ immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they’re/there; weak/week</i>).	SE/TE: R77		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).				
a.	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).	SE/TE: 183, 187, 694, 695, 696, 697, 878-879, 883, 885, 886, 889, 891, 895, 897, 898, 900, 902, 952, 954, 955, 1039, 1041, 1043		
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	SE/TE: 8, 9, 141, 142, 143, 183, 327, 329, 331, 547, 553, 633, 635, 847, 849, 909, 910, 912, 914, 916, 1003, 1006, 1007, 1008, 1024, 1026, 1027		
c.	Infer meaning from explicit information in text.	SE/TE: 12, 1000, R115		
d.	Distinguish fact from opinion.	SE/TE: 909, 911, 912, 913, 914, 915, 916, 924, 969, 971, 972, 974, 976, 977, 1024, 1026, 1027		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.				
a.	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)	SE/TE: 5, 7, 12, 14, 24-31, 33, 34, 37, 40, 41, 42, 43, 47, 48, 50, 51, 53, 54, 55, 59, 63, 66, 67, 69, 70, 72, 87, 98, 119, 120, 122, 123, 126, 128, 129, 133, 135, 138, 139, 152, 154, 155, 219, 359, 363, 364, 365, 366, 367, 368, 371, 444, 447, 521, 542, 639, 797		
b.	Describe a character's traits based on what other characters think, say, and do.	SE/TE: 5, 7, 33, 43, 116, 164-166, 169, 172, 174, 175, 177, 178, 179, 189, 190, 192, 193, 194, 196, 198, 199, 201, 202, 204, 207, 208, 215, 219, 239, 240, 242, 243, 244, 245, 246, 247, 259, 260, 263, 265, 266, 267, 268, 269, 271, 300, 302, 303, 444, 446, 679, 779, 791, 807, 809, 838		
c.	Identify themes in literary works.	SE/TE: 5, 442-447, 455, 458, 459, 460, 463, 464, 466, 468, 471, 472, 473, 485, 521, 542, 566, 568, 569, 605, 606, 608, 610, 630		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
d.	Define and describe settings in literature (e.g., place, time, and customs).	SE/TE: 5, 133, 310-311, 314, 315, 317, 320, 321, 322, 324, 333, 334, 336, 339, 340, 341, 344, 345, 348, 350, 351, 353, 355, 359, 360, 381, 382, 385, 387, 389, 390, 393, 432, 434, 435, 444, 447, 452, 640, 793		
e.	Compare types of figurative language (i.e., simile, metaphor, and symbolism).	SE/TE: 180, 580-581, 583, 584, 586, 587, 589, 590, 592, 593, 594, 602, 617, 656, 658, 659, 733, 828		
f.	Distinguish between free verse and rhyme.	SE/TE: 6, 283, 286, 576-579, 589, 592, 594, 597, 600, 602, 619, 620, 623, 658, 736		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.				
a.	Organize events and ideas in order of importance.	SE/TE: 17, 19, 253, 292-298, 558, 559, 561, 563, 564, 648, 652, 742, 746, 860, 861, 864		
b.	Focus written facts or events around a clearly stated, unifying idea.	SE/TE: 17, 19, 144-150, 253, 292-298, 415, 424-430, 475, 611, 648, 649, 652, 654, 741, 742-748, 860, 861, 863, 866, 944, 945, 950, 1016, 1017, 1019, 1022, 1052, 1053, 1056, 1062, 1064, 1066		
c.	Connect text to self, text to world and text to text.	SE/TE: 11, 12, 14, 98, 143, 219, 252, 253, 291, 381, 384, 385, 386, 389, 393, 413, 415, 424-430, 473, 475, 610, 611, 648-654, 741, 827, 849, 936, 985, 991, 993, 1014		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Convey a unifying theme or idea.	SE/TE: 16, 17, 253, 292-298, 415, 424-430, 475, 611, 648, 649, 652, 654, 741, 742-748, 860, 861, 863, 866, 945, 950, 993, 1016, 1017, 1019, 1022, 1052, 1053, 1056, 1062, 1064, 1066		
b.	Order events effectively and experiment with flashback or foreshadowing.	SE/TE: 17, 145, 148, 558, 559, 563, 564		
c.	Use narrative details (e.g., dialogue, description, imagery, symbolism).	SE/TE: 144-150, 292-298, 423, 558-564		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.			
a. Evaluate and revise for: ___ Ideas: Specific and relevant details that support the idea.	SE/TE: 17, 18, 292, 293, 295, 296, 298, 415, 424-430, 475, 611, 648, 650, 651, 654, 741, 742, 743, 745, 746, 748, 860, 861, 863, 865, 866, 944, 946, 947, 949, 950, 993, 1016, 1022, 1052, 1054, 1055, 1062, 1064, 1066		
___ Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.	SE/TE: 17, 18, 253, 292, 415, 424-430, 475, 611, 648-654, 741, 742, 743, 744, 745, 747, 748, 860, 861, 863, 865, 866, 944, 945, 946, 949, 950, 993, 1016, 1017, 1018, 1021, 1022, 1052, 1053, 1055, 1056, 1062, 1065, 1066		
___ Voice: Appropriate tone and voice.	SE/TE: 17, 18, 144, 150, 292, 294, 297, 298, 424, 430, 483, 558, 564, 566, 571, 648, 650, 654, 742, 748, 860, 862, 866, 944, 946, 950, 1016, 1018, 1021, 1022, 1052, 1053, 1066		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
	___ Word Choice: Words appropriate to audience.	SE/TE: 16, 17, 18, 144, 145, 149, 150, 292, 293, 295, 296, 298, 424, 426, 429, 430, 558, 560, 564, 648, 649, 653, 654, 742, 744, 747, 748, 860, 862, 866, 944, 946, 949, 950, 1016, 1018, 1021, 1022, 1052, 1054, 1066		
	___ Sentence Fluency: Varied sentence structure.	SE/TE: 17, 18, 144, 146, 150, 237, 292, 297, 298, 424, 426, 558, 560, 564, 648, 649, 653, 654, 714, 727, 742, 743, 747, 748, 750, 755, 781, 860, 861, 866, 868, 873, 944, 945, 950, 1015, 1016, 1017, 1022, 1024, 1029, 1052, 1054, 1065, 1066		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
b.	Edit for conventions: ___ Correct grade-level spelling	SE/TE: 17, 18, 144, 292, 424, 558, 648, 742, 860, 944, 1016, 1052		
	___ Correct use of quotation marks and commas in dialogue.	SE/TE: 17, 18, 145, 150		
	___ Correct verb tenses.	SE/TE: 17, 18, 181, 300, 305, 564, R56		
	___ Correct use of relative pronouns.	SE/TE: 17, 18, 131, 298, R46, R54, R67		
	___ Correct agreement of pronouns and antecedents.	SE/TE: 17, 18, 99, 152, 157, R52-R53		
	___ Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).	SE/TE: 17, 18, 543, 566, 571, 893, 952, 957, 979, 1024, 1029, R51		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.				
a.	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).	SE/TE: 1035-1036, 1052, 1056		
b.	Choose information that best supports the focus of inquiry.	SE/TE: 43, 73, 84, 116, 139, 179, 235, 271, 280, 324, 393, 423, 452, 460, 542, 602, 679, 779, 797, 809, 844, 858, 876, 902, 925, 936, 977, 1000, 1008, 1014, 1037, 1039, 1040, 1041, 1042, 1043, 1044, 1050, 1051, 1057		
c.	Distinguish between reliable and unreliable sources of information.	SE/TE: 413, 1038, 1045-1048, 1050, 1057		
d.	. Distinguish primary from secondary sources.	SE/TE: 326, 327, 328, 330, 331, 1042-1044		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.2: (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.				
a.	Select an appropriate format to demonstrate understanding.	SE/TE: 43, 73, 84, 116, 139, 179, 235, 271, 280, 324, 393, 423, 452, 460, 542, 602, 679, 779, 797, 809, 844, 858, 876, 902, 925, 936, 977, 1000, 1008, 1014, 1037, 1039, 1040, 1041, 1042, 1043, 1044, 1050, 1051, 1052-1066		
b.	Gather information from more than one source.	SE/TE: 544, 545, 546, 548, 549, 550, 551, 552, 553, 697, 1037, 1039, 1040, 1041, 1042, 1043, 1044, 1050, 1051, 1057		
c.	Report information by paraphrasing, summarizing, and/or quoting from sources.	SE/TE: 133, 136, 139, 140, 141, 142, 143, 187, 271, 331, 632, 633, 634, 635, 683, 686, 687, 688, 691, 692, 882, 885, 886, 889, 890, 891, 952, 954, 955, 1008, 1011, 1012, 1014, 1036, 1058, 1059		
d.	Use informal citation to support inquiry.	SE/TE: 1055, 1060, 1063, 1066		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.3: (Oral Communication of Inquiry): Participate in and report on small group learning activities.				
a.	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).	SE/TE: 22, 76, 86, 98, 109, 118, 129, 132, 151, 179, 188, 219, 257, 271, 280, 324, 355, 358, 371, 476, 521, 612, 617, 636, 646, 679, 682, 704, 712, 782, 800, 827, 907, 977, 983, 994, 1002, 1008		
b.	Identify and assume responsibility for specific group tasks, including asking relevant Questions.	SE/TE: 118, 151, 257, 280, 476, 612, 636, 655, 682, 712, 782, 800, 907, 977, 1002		
c.	Respond appropriately to group members' questions and contributions.	SE/TE: 118, 151, 257, 280, 476, 612, 636, 655, 682, 712, 782, 800, 907, 977, 1002		
d.	Present group reports.	SE/TE: 118, 476, 827, 977, 1002		